DOCUMENT RESUME

ED 438 520 CS 013 885

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| TITLE | Reading Instruments Guide for Texas Public Schools and Charter Schools, 1999. |
| INSTITUTION | Texas Education Agency, Austin. |
| PUB DATE | 1999-11-00 |
| NOTE | 21p. |
| AVAILABLE FROM | Texas Education Agency, P.O. Box 13817, Austin, TX 78711-3817. Tel: 512-463-9734. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Beginning Reading; Evaluation Criteria; Guidelines; Primary Education; Professional Development; *Public Schools; *Reading Instruction; *Reading Tests; *Student Evaluation |
| IDENTIFIERS | *State Reading Assessments; *Texas |

ABSTRACT

This resource guide is designed to provide school districts with information and guidelines to help meet the requirements of Texas Education Code 28.006. The guide contains the list of reading instruments adopted for the 1999-2000 school year, recommendations for administering the instruments, guidance on professional development, suggestions for applying the results of the instruments to the instructional program, and requirements for reporting the results. The use of reading instruments at Kindergarten, Grade 1, and Grade 2 supports teachers in the direct instruction they provide to students and adds to the overall quality of reading instruction. The reading instruments adopted under Section 28.006 are not meant to take the place of good, ongoing classroom assessment and teacher observation, but rather to provide an additional tool to monitor student progress. The goal is to ensure that educational programs are on track in helping students reach high standards by the end of Grade 3. The guide is divided into the following sections: (1) Introduction; (2) Commissioner's List of Reading Instruments; (3) Commissioner Recommendations for Administration; (4) Commissioner's Recommendations for Professional Development; (5) Commissioner's Recommendations for Application to the Instructional Program; (6) School District Responsibility; and (7) Ordering Reading Instruments. Appendixes contain Texas Education Code 28.006; evaluation criteria; and a list of who to call for information. (NKA)

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ED 438 520

# 1999 Reading Instruments Guide for

Texas Education Agency
Austin, Texas

November 1999

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CS 013 885

# 1999 Reading Instruments Guide

## for Texas Public Schools and Charter Schools

Texas Education Agency
Office of Statewide Initiatives

in collaboration with
Office of Curriculum, Assessment and Technology
Office of Special Populations

November 1999

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## Section I. Introduction

The Reading Instruments Guide is a resource designed to provide districts with information and guidelines to help meet the requirements of Texas Education Code §28.006 (see Appendix 1 for statutory language). This guide contains the list of reading instruments adopted in April 1999 for the 1999-2000 school year, recommendations for administering the instruments, guidance on professional development, suggestions for applying the results of the instruments to the instructional program and requirements for reporting the results.

During the 1998-99 school year school districts were first given the opportunity to select early reading instruments adopted by the Commissioner using state funds. Most Texas schools were already using informal data collection and monitoring to inform instruction. The use of early data collection allows classroom teachers the opportunity to set high expectations for early learning and development. In addition, this form of data collection enables the teacher to assist students who fall behind receive the targeted attention and instruction they need.

The use of reading instruments at Kindergarten, Grade 1 and Grade 2 supports teachers in the direct instruction they provide to students and adds to the overall quality of reading instruction. The reading instruments adopted under Section 28.006 are not meant to take the place of good, ongoing classroom assessment and teacher observation, but rather provide an additional tool to monitor student progress. The goal is to ensure that educational programs are on track in helping students reach high standards by the end of third grade.

### Statutory Requirements

Under Section 28.006, the Commissioner of Education is required to adopt a list of instruments for diagnosing reading skill and comprehension development. Any instrument on the list must be based on scientific research concerning reading skills and comprehension development. The list must also provide instruments for students participating in bilingual education and special language programs under Texas Education Code, Subchapter B, Chapter 29.

Additionally, the Commissioner of Education is required to develop recommendations for administering the diagnostic instruments, for training educators in administering the instruments, and for applying the results of the instruments to the instructional program.

*Selection, Administration, and Reporting Requirements*

Each school district and open enrollment charter school is required to administer a reading instrument at Kindergarten, Grade 1, and Grade 2 according to the Commissioner's recommendations for administration. **Local school districts may elect to use an instrument from the Commissioner's list or, with the recommendation of the district-level planning and decision-making committee, may adopt reading instruments other than those on the Commissioner's list, including instruments they have locally developed.**

The district and charter school must report the results of the reading instrument to their board of trustees, the commissioner of education and a student's parent or guardians. In reporting results to a student's parent or guardian, the district or charter school shall make a

good faith effort to ensure that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.

Beginning in the 1999-2000 school year, a school district or charter school must notify, in writing, the parent or guardian of each student in Kindergarten that based on the results of the instrument administered, the student is at-risk for a reading difficulty, including dyslexia and is being placed in an accelerated reading instruction program. The parent or guardian of each student must be notified of the results of the reading instrument before placement in an accelerated instruction program. This requirement extends to Grade 1 in the 2000-2001 school year and to Grade 2 in the 2001-2002 school year. For further information on the accelerated reading instruction programs, please refer to the Texas Education Agency's Program Guidance 1999-2000 Student Success Initiative: Accelerated Reading Instruction Program (Kindergarten).

*Prohibitions*

Section 28.006 prohibits using results of the reading instruments for staff appraisals and incentives under Texas Education Code, Chapter 21 or for accountability under Texas Education Code, Chapter 39.

*Funding*

State funds may be used to pay for the reading instruments on the Commissioner's list. State funds will only pay for the cost of any instrument on the adopted list and freight charges associated with sending the instrument to the district or charter school.

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| The state will directly purchase only those instruments included on the Commissioner's list. No funds will be distributed to districts or charter schools. The district or charter school is financially responsible for purchasing instruments that are not included on the Commissioner's list. |

## Section II. Commissioner's List of Reading Instruments

The following reading instruments meet the criteria for placement on the Commissioner's list of instruments. The list contains instruments designed to evaluate three main elements: (1) phonological awareness, (2) word reading, and (3) oral reading accuracy and comprehension of text.

Each instrument recommended on the Commissioner's list is designed to provide individual student data. The instruments adopted will assist teachers in determining individual student's strengths as well as areas that are developing or need further instruction, and allow teachers to monitor progress in reading.

**Local school districts and charter schools may elect to use an instrument from the Commissioner's list or may adopt reading instruments other than those on the Commissioner's list, including instruments they have locally developed.** The selection of an instrument from the Commissioner's list may be done administratively. If a district elects to choose an instrument other than one from the list, it must be done administratively with the recommendation of the district-level planning and decision-making committee.

*Kindergarten (English Language Instruments):*

- Texas Primary Reading Inventory (TPRI)
- Test of Phonological Awareness (TOPA)
- Observation Survey – Part II

*Kindergarten (Spanish Language Instruments):*

- Instrumento de Observacion
- El inventorio de lectura en espanol de Tejas (Tejas LEE) (*Spanish reconstruction of the Texas Primary Reading Inventory*)

*First Grade (English Language Instruments):*

- Texas Primary Reading Inventory (TPRI)
- Qualitative Reading Inventory (QRI)
- Test of Phonological Awareness (TOPA)
- Auditory Analysis Test (AAT)
- Yopp-Singer Test of Phoneme Segmentation
- Decoding Skills Test
- Roswell-Chall Diagnostic Reading Test of Word Analysis Skills (RCDRT)
- Slosson Oral Reading Test, Revised (SORT-R)
- Observation Survey – Part II
- Degrees of Reading Power Program (DRP)
- Diagnostic Assessment of Reading (DAR)

*First Grade (Spanish Language Instruments):*

- Instrumento de Observacion
- El inventorio de lectura en espanol de Tejas (Tejas LEE) (*Spanish reconstruction of the Texas Primary Reading Inventory*)

*Second Grade (English Language Instruments):*

- Texas Primary Reading Inventory (TPRI)
- Qualitative Reading Inventory (QRI)
- Auditory Analysis Test (AAT)
- Yopp-Singer Test of Phoneme Segmentation
- Decoding Skills Test
- Roswell-Chall Diagnostic Reading Test of Word Analysis Skills (RCDRT)
- Slosson Oral Reading Test, Revised (SORT-R)
- Degrees of Reading Power Program (DRP)
- Diagnostic Assessment of Reading (DAR)

*Second Grade (Spanish Language Instruments):*

- Instrumento de Observacion
- El inventorio de lectura en espanol de Tejas (Tejas LEE) (*Spanish reconstruction of the Texas Primary Reading Inventory*)

**Placement of a reading instrument on the Commissioner's list does not represent an endorsement of any commercial reading program associated with the reading instrument or authored or published by the same author or publisher of the reading instrument.**

## Section III. Commissioner's Recommendations for Administration

### Eligible Student Population

The English language reading instruments are to be administered to all students enrolled in general education receiving reading instruction in English.

*LEP Students Enrolled in an ESL Program*

A student of limited English proficiency (LEP) enrolled in an English as a second language program only, and receiving reading instruction in the native language, may be exempted from administration of an English language reading instrument if the student's language proficiency in English is insufficient to render valid and reliable result. An oral language proficiency assessment instrument may be used to determine student's proficiency in English.

*LEP Students Enrolled in a Bilingual Education Program*

A student of limited English proficiency (LEP) enrolled in a Spanish/English bilingual education program and receiving instruction in Spanish, will be administered a Spanish language instrument. An oral language proficiency assessment instrument may be used to determine a student's proficiency in English.

*LEP Students Enrolled in a Dual Language/Two-Way Bilingual Program*

A monolingual English proficient student enrolled in a Dual Language/Two-Language Bilingual Program, will be administered the English language reading instrument. A monolingual Spanish proficient student enrolled in a Dual Language/Two-Way Bilingual Education Program, will be administered the Spanish language reading instrument. An oral language proficiency assessment instrument may be used to determine a student's proficiency in English/Spanish.

*Special Education*

The reading instruments should be administered to each student who receives special education services and whose individual education plan (IEP) includes instruction in the essential knowledge and skills being evaluated, unless these instruments, even with modifications, would not provide an appropriate measure of student reading acquisition. The student's admission, review, and dismissal (ARD) committee should make this decision.

### Administration During School Year

Teachers should refer to each individual instrument for additional information about recommended times of administration, administration tips or techniques, professional development, and interpretation of data. Most instruments adopted have been developed to offer teachers multiple opportunities to gather during the school year.

Administration of the instruments may occur at any time during the school year, except in Kindergarten.

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| No administration should take place before the second half of the school year in Kindergarten for any of the instruments on the list. |

Administration may be conducted in one session or spread across several sessions depending on time available and the student's abilities, attention span, and frustration level.

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| There is no set statewide date for administration of the instruments as there is with the TAAS test. Given the nature of the instruments, districts should not set one district-wide date for administration. However, it is recommended that instruments be given district-wide at generally the same time of the year. |

Districts and charter schools should consider factors such as, campuses operating on a Year-Round Education (YRE) calendar and migrant student populations, when deciding administration schedules in their district. Because academic growth and development can change rapidly in young students, it is recommended that if the administration of the instruments on campuses operating under a YRE calendar occurs substantially later than the rest of the district's administration, that this difference be noted in the report to the district's board of trustees. Additionally, if individual campuses have significant populations of migrant students administered the instruments at different times; this difference should be noted in the report to the district's board of trustees.

Individual Administration

The instruments are to be administered by the classroom teacher with responsibility for the individual student's reading and language arts instruction. It is recommended that the administration of the instruments be given in an area of the classroom free from major distractions. In addition, it is recommended that all materials needed for the administration of the instrument be ready ahead of time in order to have less interruption during the evaluation time and to be attentive to students who are losing interest or becoming frustrated.

Districts and charter schools may choose to have other trained personnel assist in the administration of the instruments. In such cases, the results should be shared with the classroom teacher. The results will assist the classroom teacher develop instructional plans and objectives.

Intended Uses

Data collected from the instruments is intended to help teachers set learning objectives and monitor student progress. Data can also be used to plan instruction and interventions for each individual student.

Results should not be used for purposes of making decisions regarding retention, placement, or by an ARD committee for making determinations of eligibility for special education services. The ARD committee may consider results of the instruments as a part of a district's or charter schools overall screening and referral information.

Districts and charter schools may consider the instruments appropriate to use for the identification of students who are eligible for Title I reading on a Targeted Assistance Campus.

## Accelerated Reading Instructional Programs

Beginning in the 1999-2000 school year, each school district and charter school will be required to phase-in and implement programs of accelerated reading instruction for students not showing adequate progress in reading development and who are at-risk for reading difficulties, including dyslexia. Such programs are required to address the areas of deficiencies identified through the reading instruments administered in Kindergarten, Grade 1 and Grade 2. Procedures for placement of a student in an accelerated reading instruction program must include information from the reading instruments. For further information on the accelerated reading instruction programs, please refer to the Texas Education Agency's Program Guidance 1999-2000 Student Success Initiative: Accelerated Reading Instruction Program (Kindergarten).

## Special Considerations

Teachers should be sensitive to students' dialectical, linguistic, and cultural differences. Reliability of scoring can be jeopardized when students and teachers administering the instruments do not share the same dialect. A student's first- and second-language development should be taken into account when interpreting the results of the instruments.

## Accommodations

Certain accommodations to administration procedures that do not invalidate the results of the instruments may be used. The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration: (1) the needs of the student, and (2) whether the student routinely receives the accommodation in classroom instruction. Following is a list of suggested allowable accommodations that may be used during the administration of the reading instruments.

- Oral instructions in English before or after the administration of the instrument may be signed to a student with a hearing impairment or translated into the native language of a student with limited English proficiency.

- A student may place a colored transparency over the instrument or may use a place marker with the instrument.

- A student may read aloud into a tape recorder during administration and play the passages back while answering questions.

- A student may use a braille or large-print version of the instrument.

- If a student has a disabling condition that interferes with his or her ability to write or manipulate items, a student may dictate the answers directly to the teacher administering the instrument, spelling out all words. Afterward, the student must be allowed to read over the words and indicate where he or she would like to make corrections.

## Section IV. Commissioner's Recommendations for Professional Development

Districts and charter schools are encouraged to provide professional development time for all Kindergarten, Grade 1 and Grade 2 teachers, including teachers who may provide reading and language arts instruction in a different setting than the homeroom classroom (e.g., Title I, special education, reading specialists), in the administration of the reading instruments selected. Districts and charter schools may consider providing paraprofessionals with training in classroom management strategies in order to assist the classroom teacher during the administration of the reading instruments. Districts and charter schools may also consider training principals and other instructional and administrative personnel.

Districts and charter schools are encouraged to provide sufficient time and follow-up to assist educators in becoming familiar with administering the instruments and applying the results to classroom instruction. Professional development should be incorporated into each local campus improvement plan.

Professional development activities on the reading instruments may include, but are not limited to:

- general information about educational assessment,
- information on the purpose and content of the instrument,
- importance of helping students become comfortable with the administration of the instrument,
- information on students' development of reading skills and comprehension and normal variations,
- information on the importance of students' dialectical, linguistic, and cultural differences,
- information on how to use the results of the instrument to evaluate and adapt teaching practices,
- instructional support to be made available to teachers for follow-up,
- accommodations that are allowable during administration,
- plans for distributing the instruments within the district or charter school,
- administration procedures for the district or charter school, and
- procedures for reporting results.

## Section V. Commissioner's Recommendations for Application to the Instructional Program

The reading instruments provide teachers with information on areas of knowledge and skill that students possess and areas that will be developed with more instruction and experience. As instructional decisions and plans are made, it is important to consider the purpose of the instrument and what additional information needs to be collected or considered before making instructional decisions for the individual student.

After administration of the reading instruments, teachers will have additional information about the student's reading progress and can determine priority areas of instruction (e.g., phonological awareness, comprehension). Teachers are encouraged to use the information gained from the reading instruments as well as daily classroom data collected (e.g., teacher observations, student performance on classroom tasks and assignments) to develop and plan instructional objectives for each individual student.

Before conclusions are made about individual students, teachers may want to consider the following questions as they reflect on each student's progress toward becoming a proficient reader.

- What do I already know about the student?
- What do I know as a result of examining the instrument results?
- What do I still need to know about the student (i.e., do I need to collect more information or look at other data I have collected)?
- What do I want to know as a result of examining the results of the instruments?
- How will this data help me improve my instruction?
- What do I need to do to alter my instruction?

As teachers reflect upon the information gathered and answer questions as a result of data gathering, they plan instructional objectives that may include, but are not limited to:

- additional instructional time spent on specific areas that the student is still developing skill,
- continue to provide more explicit instruction,
- continue to provide concrete experiences and make explicit connections between the skill to be learned and fluent reading in order to help the student strengthen skill areas that are developing,
- continue to build on the individual student's strengths as a way to connect new learning with what the child already knows.

## Section VI. School District and Open Enrollment Charter School Responsibility

### Selection of Instruments

Districts and charter schools may already have a system of early assessment in place for Kindergarten, Grade 1, and Grade 2. Districts and charter schools are encouraged to review existing efforts and decide whether to: (1) continue current systems of assessment, (2) review data collected from last year's instrument, (3) select instruments from the Commissioner's list, or (3) choose instruments other than from the Commissioner's list.

The selection of an instrument from the Commissioner's list may be done administratively. If a district elects to choose an instrument other than one from the list, it must be done administratively with the recommendation of the district-level planning and decision-making committee. When examining alternate instruments the district may want to review the criteria used by the Texas Education Agency to select English and Spanish language instruments (see Appendix 2).

Districts or charter schools may choose to use more than one instrument within their districts, depending upon the need of each individual campus. However, at the campus level, it is recommended that all teachers implement the same instrument.

No waiver or permission from the state is needed for districts or charter schools to continue existing assessment systems or to choose instruments other than from the Commissioner's list.

### Interpretation of Results

In literacy acquisition, reading skills develop along a continuum of growth in young students. Many students may not demonstrate skills, such as fully developed phonemic awareness, until after reading instruction begins. For these reasons, it is important to view these reading instruments not in terms of "pass/fail," but in terms of "concepts developed" or "concepts still developing."

The instruments on the Commissioner's list were selected to show where along the continuum of growth children are as they move to becoming proficient readers, rather than providing a percentile ranking or grade-level equivalence.

### Reporting

*Board of Trustees*

Each district or charter school is to report to their board of trustees the results of the instruments. Results should not be reported for individual students. It is recommended that the reports might include at a minimum:

- aggregate results for the district and each campus in the district or for the charter school,
- number of students in each grade (i.e., Kindergarten, Grade 1 and Grade 2),
- number of students administered an instrument at each grade level (English and Spanish administration),
- the reading instrument used at each grade,

- results of the administration (i.e. any significant findings, trends, and actions planned), and
- any comparable data (e.g., overall growth in any reading domain).

Results of reading instruments reported to the district's or charter school's board of trustees might be accompanied by: (1) an interpretation of the results, (2) demographic characteristics, (3) a report of instructional interventions undertaken, and (4) suggestions for instructional changes.

Districts may consider including the results of the instrument in a student's cumulative folder.

*Texas Education Agency*

Each school district or charter school is required to report the results of the instruments to the commissioner of education. The Texas Education Agency will be providing a form in both electronic and paper format for districts to complete after the spring administration. The form will be sent to districts and charter schools in the spring and may request the following information:

- number of students in each grade (i.e., Kindergarten, Grade 1 and Grade 2),
- number of students administered an instrument at each grade level (English and Spanish administration),
- the reading instrument used at each grade, and
- reading areas evaluated by the instrument selected (e.g., phonemic awareness, letter identification, word recognition, reading accuracy and comprehension)
- number of students identified for placement into an accelerated reading instruction program.

*Parent or Guardian*

Each school district and charter school is required to report the results of the reading instrument to a student's parent or guardian. In reporting results to a student's parent or guardian, the district or charter school shall make a good faith effort to ensure that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language. It is recommended that the reports might include at a minimum:

- the reading instrument administered,
- reading areas evaluated by the instrument selected (e.g., phonemic awareness, letter identification, word recognition, reading accuracy and comprehension), and
- an interpretation of the results of the instrument and a report on instructional interventions undertaken.

## Section VII. Ordering Reading Instruments

One sample copy of new and revised reading instruments will be distributed to each district for review each year. Multiple copies of all instruments will be available at each regional Education Service Center to review.

Districts will order instruments based upon the number of K-2 teachers and students. Districts may request additional instruments in cases where dual English and Spanish administration is requested, and where kindergarten teachers conduct two half-day sessions. Districts may also request additional instruments based upon student enrollment projections.

A form for ordering the reading instruments will be available to schools in both an electronic and paper format each spring. Each school will be given an option to order instruments electronically. Guidelines regarding how to order instruments electronically will be provided in the spring when the instruments for the 2000-2001 school year are adopted by the commissioner.

The state will directly purchase only those instruments included on the Commissioner's list. No funds will be distributed to districts. The district is financially responsible for purchasing instruments that are not included on the Commissioner's list.

## Section VIII. Appendices

*Appendix 1 – Texas Education Code §28.006*

§28.006. READING DIAGNOSIS.

(a) The commissioner shall develop recommendations for school districts for:
  (1) administering reading instruments to diagnose student reading development and comprehension;
  (2) training educators in administering the reading instruments; and
  (3) applying the results of the reading instruments to the instructional program.

(b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.

(c) Each school district shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).

(d) The superintendent of each school district shall:
  (1) report to the commissioner and the board of trustees of the district the results of the reading instruments; and
  (2) report, in writing, to a student's parent or guardian the student's results on the reading instrument.

(e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.

(f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.

(g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(h) The school district shall make a good faith effort to ensure that the notice required under this section is provided either in person or by regular mail and that the notice

is clear and easy to understand and is written in English and in the parent or guardian's native language.

(i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.

(j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

(k) The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.

(l) Each district shall provide the accelerated reading instruction under Subsection (g) to students in:

(1) kindergarten during the 1999-2000 school year;

(2) kindergarten and first grade during the 2000-2001 school year; and

(3) kindergarten and first and second grades beginning with the 2001-2002 school year.

(m) Subsection (l) and this subsection expire January 1, 2002.

*Appendix 2 – Criteria Used to Evaluate English and Spanish Language Instruments*

**Criteria for the Evaluation of English Early Reading Instruments**

1. The instrument must be intended for use in grade(s) K, 1, and/or 2.

2. The length of time needed to administer the instrument must be reasonable.

3. The domains addressed by the instrument must represent early reading skills, e.g., letter recognition, letter sounds, phonemic awareness, word reading, passage comprehension, etc.

4. The instrument must be individually administered.

5. Administration of the instrument by a classroom teacher must be allowable.

6. If the instrument is norm-referenced, it must have an appropriate norming sample as evidenced by the size of the sample and groups represented. Criterion-referenced instruments are also welcome.

7. The instrument must have adequate reliability as evidenced by internal consistency, alternate form and/or test-retest reliability data.

8. The instrument must have adequate validity as evidenced by any reported criterion validity (either concurrent or predictive), construct and content validity data.

9. Reliability and validity data may be established by independent research.

10. The instrument should have a scoring structure, which yields a separate score for each reading skill included, allowing for instructional planning.

11. The instrument will be evaluated for use in determining students at-risk for dyslexia and other reading related difficulties.

**Criteria for the Evaluation of Spanish Early Reading Instruments**

1. The instrument must be intended for use in grade(s) K, 1, and/or 2.

2. The length of time needed to administer the instrument must be reasonable.

3. The instrument must be individually administered.

4. Qualifications for those who administer the instrument (as specified in publisher's guidelines) should be within the coursework and/or licenses typically completed by teachers with bilingual education certification.

5. Administration and interpretation of the instrument should not require extensive training beyond that typically completed by teachers with bilingual education certification.

6. The domains addressed by the instrument must represent individual early reading skills, preferably as they are specified in the Texas Essential Knowledge and Skills (e.g., letter recognition, letter sounds, phonological awareness, word reading, passage comprehension). A separate score for each skill area represented in the instrument should be available.

7. Evidence that the instrument's purpose is to assess reading skills rather than to establish language dominance.

8. The instrument must have adequate reliability as evidenced by internal consistency, alternate form and/or test-retest reliability data.

9. The instrument must have adequate validity as evidenced by any reported criterion validity (either concurrent or predictive), construct and/or content validity data.

10. If the instrument is a translation of an English instrument, reliability and validity data for the translated instrument must be available and adequate.

11. If the instrument is norm-referenced, it must have an appropriate norming sample as evidenced by the size of the sample and groups represented. The norming sample must represent major demographic variables that fall within Texas and include Spanish-speaking students. Criterion-referenced instruments are also welcome.

12. If normative data were collected in countries outside the United States separate norms for the Continental US, which includes students from the Southwest, must be available.

13. Normative and technical data for the instrument must be no more than 15 years old.

14. To the extent possible, the instrument should be free of content and regional lexical variations which would not be familiar to Spanish students in Texas.

15. The instrument should have a scoring structure which yields a separate score for each reading skill included, allowing for instructional planning.

*Appendix 3 – Who to Call for Information*

Regional Education Service Center Contacts

Representatives from each of the regional Education Service Centers (ESCs) will be provided information about the reading instruments. If you have questions about the reading instruments, please call your ESC. All questions that cannot be answered by ESC staff will be referred to the agency. To provide consistency in the information provided, all ESCs will be provided with regular updates on frequently asked questions.

| ESC Region | Location | Telephone | Fax |
|---|---|---|---|
| 1 | Edinburg | (210) 383-5611 | (956) 984-6000 |
| 2 | Corpus Christi | (512) 883-9288 | (361) 561-8400 |
| 3 | Victoria | (512) 573-0731 | (512) 573-0731 |
| 4 | Houston | (713) 462-7708 | (713) 462-7708 |
| 5 | Beaumont | (409) 838-5555 | (409) 838-5555 |
| 6 | Huntsville | (409) 295-9161 | (409) 295-9161 |
| 7 | Kilgore | (903) 984-3071 | (903) 984-3071 |
| 8 | Mt. Pleasant | (903) 572-8551 | (903) 572-8551 |
| 9 | Wichita Falls | (940) 322-6928 | (940) 322-6928 |
| 10 | Richardson | (972) 231-6301 | (972) 348-1700 |
| 11 | Ft. Worth | (817) 625-5311 | (817) 625-5311 |
| 12 | Waco | (254) 666-0707 | (254) 666-0707 |
| 13 | Austin | (512) 919-5313 | (512) 919-5313 |
| 14 | Abilene | (915) 675-8600 | (915) 675-8600 |
| 15 | San Angelo | (915) 658-6571 | (915) 658-6571 |
| 16 | Amarillo | (806) 376-5521 | (806) 376-5521 |
| 17 | Lubbock | (806) 792-4000 | (806) 792-4000 |
| 18 | Midland | (915) 563-2380 | (915) 563-2380 |
| 19 | El Paso | (915) 780-1919 | (915) 780-1919 |
| 20 | San Antonio | (210) 370-5200 | (210) 370-5200 |

Texas Education Agency Contacts

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|---|---|---|
| Statewide Reading Initiative | (800) 819-5713<br>(512) 463-9027 | (512) 463-8112 |
| Curriculum, Assessment, and Technology | (512) 463-9087 | (512) 475-3667 |
| Curriculum | (512) 463-9581 | (512) 463-8057 |
| Bilingual Education | (512) 463-9581 | (512) 463-8057 |
| Special Education | (512) 463-9414 | (512) 463-9434 |

*Acknowledgments*

Many people have contributed to the development of this guide. Special thanks go to the Curriculum, Bilingual, Assessment, Textbooks, and Special Populations divisions of TEA. Thanks also to the Texas Center for Reading and Language Arts at The University of Texas at Austin, and the Center for Academic and Reading Skills at the University of Texas Houston - Health Science Center.